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ABSTRACT

This paper discusses global budgeting--a concept devised by the Lanark County Board of Education in the Province of Ontario--which involves more staff participation in determining how budget dollars are spent. Staff is required to create a list of priorities for programming. Then the principal and the staff collectively, with the principal ultimately responsible for the decision, determine the numbers of teaching, secretarial, and custodial staff they will employ, and the amounts to be expended on supplies, libraries, and all other resources. The global budgeting process is successful, the paper says, in that it makes school principals more responsible managers than line item budget control could ever do. Also, the involvement of teachers through their schools rather than through their unions is a unifying force in the system. (Author/LD)

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# GETTING THE MOST

# FROM

# THE BUDGET EXERCISE

BY

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June 17, 1979

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Vancouver, B. C.

EA 011 939

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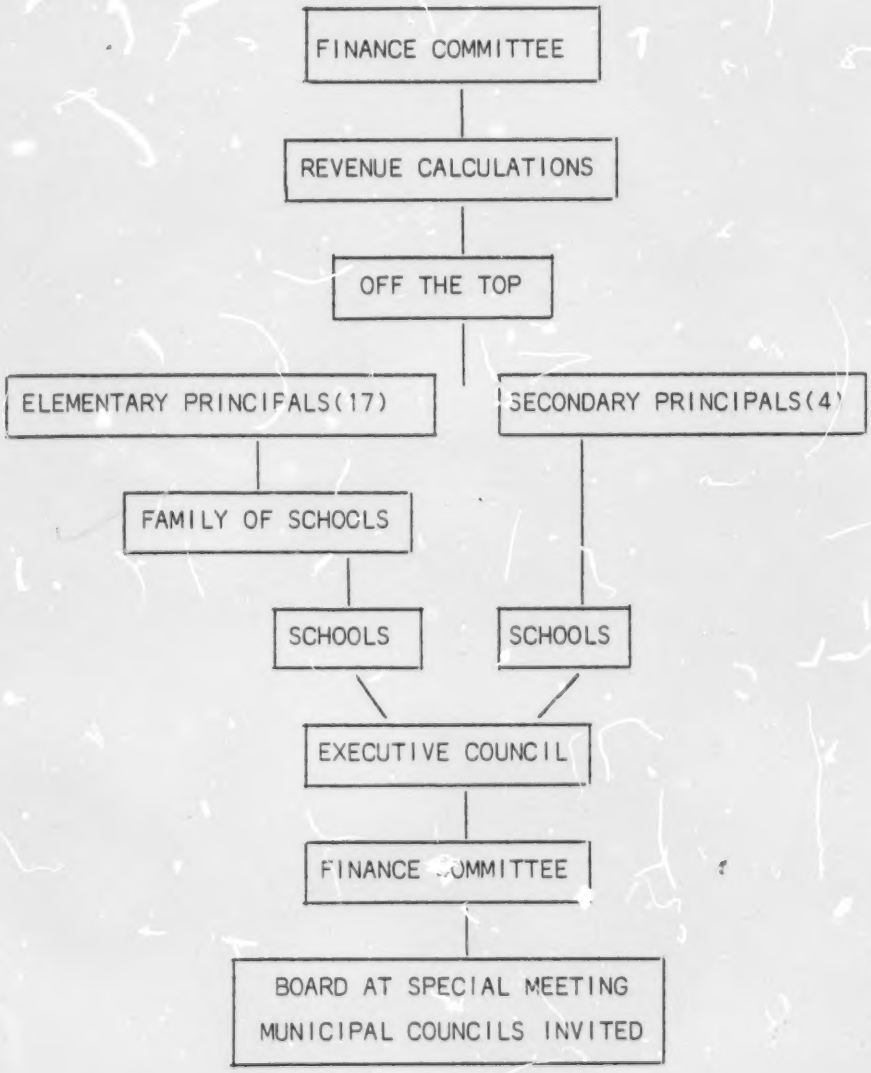
# GLOBAL BUDGET EXERCISE

STEPS




NOTE Referrals back to previous step(s) occur as necessary - e.g.- 7 - 6; 8 - 7 - 6.

# GETTING THE MOST FROM THE BUDGET EXERCISE

In an attempt to gain the most from the budget exercise, The Lanark County Board of Education in the Province of Ontario has adopted a version of global budgeting. It is only one version, and will undoubtedly be seen as similar to many other types of budgeting processes in that it is difficult to be totally original in such administrative matters.

In 1976 when I arrived at The Lanark County Board of Education as the Chief Executive Officer, in my initial discussions with Trustees, administrators and teaching staff members, I discovered many complaints about the Board's budgeting. Aside from the usual complaint that there was never enough money, the other criticisms included statements such as -

"The Board has the wrong priorities."

"There are unequal shares to the resources available to the county."

"There is no flexibility in staffing."

"We don't really know, as professionals, where the money goes."

"Does it really cost that much to operate education?"

"The people at the top who are making the decisions are not sufficiently close to the students to know the true needs of the system."

"Our area of the county does not have any instrumental music. Why not, when other areas do?"

It was immediately apparent to me that a system needed to be devised whereby more participation of staff members at large could occur, in order to increase the depth of understanding and perhaps the quality of decision-making with regards to how the dollars were to be spent. Subsequently, we adopted what we call global budgeting.

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The first fact that one must accept in adopting a process such as global budgeting, is that politics control education. We accept that fact and subsequently, at the first meeting of the Finance Committee in every calendar year, the Trustees are requested to identify a percentage increase in taxes they are prepared to support as the elected representatives of the people in order that the educational process in Lanark County might continue successfully. This question usually results in responses from - "I want a decrease" to "I am prepared to accept the consumer price index as a respectable increase" - but generally results in a figure somewhere in between. It is understood at the Finance Committee level that whatever figure is chosen as a tax increase proposal, the figure is interim and that no definite recommendation goes to the Board until the impact on the educational system is measured.

The first step in measuring that impact is to calculate our revenue for the year. We do this by projecting the enrolment forecasts for the student body, studying the Ministry of Education General Legislative Grants to determine the percentage increases provided by the Government, projecting the expected assessment increase for the county, estimating the projected over or under levy from the previous year, and adding in the Finance Committee's interim percentage increase in taxes. Utilizing the Ministry of Education formulae, the total revenue for the Board for the calendar year is then calculated as one lump sum figure.

In the next step, from that grand total, we remove the costs of the debentures for buildings, the transportation system, the central office administration and consultative services, and at the request of the Principals and Vice-Principals of the system, the costs of the maintenance programme and the sabbatical leaves.

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The remaining dollars which amount to about 80% of the total budget, are then allocated to the two groups of Principals: 16 elementary principals as one association and 4 secondary school principals as a second. Accompanying the global figures for the operation of the schools in both panels are requested statements of information which include personnel standard costs for the year - (see Appendix 1), forecast of utilities expenditure (Appendix 2), the teaching staff currently in force (Appendix 3), the forecast of average daily enrolment - (Appendices 4, 5 and 6). With this information in hand the principals then, as two groups with liaison between them, launch into their responsibilities to global budgeting.

The secondary school principals allocate by a formula the global sum to the respective schools, amounts that are agreed upon by the four principals. Normally, this agreement is reached with considerable discussion and decision-making and on one occasion required the assistance of executive staff to conclude the agreement.

The elementary principals, on the other hand, devise a scheme of dividing the global total amongst three Families of Schools. We operate, for education purposes, four Families of Schools with two of them being smaller than the others. Subsequently, the principals amalgamated the two smaller units for budget purposes and established three families under global budgeting. The formula for dividing the funds amongst the three families, since they are all close in student population size, was by raw average daily enrolment figures. Again, the executive were happy to approve whatever system was established providing the principals at large were in approval of the system utilized.

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The utilization of the Family of Schools structure provided for an equal educational opportunity within the families of the county. The principals further agreed that they would establish the total number of staff available to each family, in order to comply with the contractual agreement between the Board and the teachers for a specific pupil/teacher ratio. The PTR is the single restriction on the activities of the principals and vice-principals in determining the allocation of staff. It appeared only fair that the staffing numbers for each family should reflect the student population to be served in order to make educational opportunity most equal.

The elementary principals, within each Family of Schools, has as the next task to distribute the funds to the schools. It was determined that in the attempts to create equal educational opportunity that each family should perhaps establish and purchase from the global total provided to the family, some programmes and services. Subsequently, Industrial Arts and Home Economics programmes which might centre in one building to serve the entire family of five or six elementary schools, would be funded by the family from the top of the global amount received from the county at large. Next to be given consideration by weighting factors were such details as the type of school (Intermediate vs. Junior, etc.), the size of the school and the age of the building (reflecting increased custodial costs). Using this information, the family of principals allocated a lump sum figure to each elementary school. Thus, all the schools, elementary and secondary now through the two processes of the associations have the funds established at the school level.

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The true effect and import of the global budget process is made or broken at the school level. At this level we see, crucial to the success, the involvement of all staff with the principal in the decision-making process. This involvement promotes understanding and satisfaction amongst the staff in that each staff is seen to control the school's destiny, rather than having that control provided from the senior administration of the Board. Each staff is required to create a list of priorities [illegible] programming to be used when considering the additions, reductions, or retention of the various school programmes. The process permits any staff to place emphasis on the current goals from the schools aims and objectives, and to allocate the appropriate finances to support those goals. For example, should a staff decide to emphasize physical fitness during the course of any particular year, they might allocate additional funds in that year for the purchase of equipment and supplies to accommodate the programme.

Each staff is given the prerogative of adding or reducing programmes providing that two functions are properly conducted:

A) The principal and the staff must prepare the community of that school for the proposed addition or reduction to programming to prevent major political problems to the senior executive and the Board.

B) In the event of the reduction of a grant-bearing programme such as French or Special Education, the school must be prepared to absorb the loss of revenue from its total budget as a school.

After some experience, it was quickly learned that schools about to effect change must consider what the other schools in the family are doing in an attempt to ensure a smooth transition from programme to programme.

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The principal and the staff collectively, with the principal ultimately responsible for the decision, determine the numbers of teaching staff, secretarial and custodial staff they will employ, the amounts to be expended on supplies, libraries and all other resources. In the determination of staff, differentiated staffing is permissible with teacher-aides, for example, being considered as one-half a teacher for pupil/teacher ratio purposes. In the decisions taken, the staff utilize standard costs of personnel to prevent principals from attempting to hire only new graduates with a subsequent reduction in the quality of instruction to the students. It has been our experience that the utilization of standardized personnel costs has provided a very even balance between our acquisitions of new graduates and highly experienced and qualified personnel.

All of the decisions are placed in dollar values onto forms - (Appendices 7, 8, 9) and forwarded to the Executive Council for examination and approval. The Superintendents of Schools and Business, and the Director of Education examine input from the schools and initiate discussions on any areas wherein the decision-making is deemed questionable. In the past four years, with 22 schools, wherein we have in effect created 88 mini-budgets, there have been only two cases of rejection by the senior executive. Interestingly enough in both cases wherein intervention was required, it was discovered that the principal had acted unilaterally without serious consultation with his staff. We also experienced one case of a lesson well-learned by error, when a principal insisted that he was right, even following a recommendation for change by the Executive, only to learn three years later what a drastic error he had committed. That experience was a lesson learned the hard way but one that will never be forgotten.

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When the Executive is satisfied that the school submissions are appropriate, the information is relayed to the Finance Committee Trustees and the first draft by accounting code numbers of the budget is established. A Finance Committee meeting is called wherein the major consideration is to the impact on education of the dollars to be expended. Consideration is given to the programme additions and reductions, the recommendations of the principals for more funds, if such are received, and the recommendations for special requests should they similarly arrive.

If the Finance Committee is satisfied that the total amount to be expended, and the manner in which the funds are to be expended by the schools is satisfactory, and following any adjustments the Finance Committee presents the estimates to the Board at a special Board meeting with municipal councils present.

The municipal Councillors and their appointed officials are invited to attend the meeting to learn precisely how the dollars that they collect through taxes for the Board of Education will be spent. At the same time, the Councillors have the opportunity of providing recommendations to the Trustees about the amount, the increases in taxation, etc.

At that special Board meeting, following a complete explanation of the total estimates as outlined in a 100 page document, a resolution is entertained by the Chair to adopt the estimates. The resolution is immediately tabled to permit discussion by the Trustees and the audience comprising municipal officials, and to receive suggestions for change. Usually following an hour or two of activity, the resolution to adopt is lifted from the table, amended if required, and subsequently adopted.

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The final steps, of course, include the publishing and distribution of the budget with approval, in the normal fashion each month, by the Board of Trustees of the disbursements. During the course of the year all departments receive computer print-outs on the amount expended to date, the amount allocated by purchase orders and the balance remaining in the budget.

We have found the global budgeting process to be very successful and provide as evidence some of the following developments.

The professional growth of the school principals as administrators is one of the most significant achievements. The assumption of almost total responsibility for both educational and financial operation of his whole school quickly matures an effective school administrator, making of him a much more responsible manager than line item budget control could ever do. The exercise of apportioning resources amongst schools, previously undertaken by Supervisory Officers, is a sobering one for principals and they are now considerably more closely attuned to the problems faced by Board and officials alike in budget preparations. The involvement of principals in Family of Schools sharing is also extremely valuable. The local principal now sees himself as a member of a team attempting to serve the community's needs and he can no longer be accused of empire building at the expense of the neighbouring schools programmes.

The enhancing of the principal's role as an administrator can lead to a crystalization of the status of the principal, vis-à-vis the federations and management. We have observed a shift in attitude with more principals leaning towards the management roles. The Board's attitude is that its principals cannot be management while at the same time continuing to lean upon the protection of the federations. When they divorce themselves, at least figuratively, from that protection, the Board is willing to grant them the privileges as well as the responsibilities of management.

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Although one might not expect it because of the strict separation which still exists in the budgeting in Ontario for the two panels, global budgeting has resulted in a greater understanding of both the principal and teacher levels of the Kindergarten to Grade 13 concept as a continuum. Professionals in all divisions now examine their programmes not in isolation but in the light of what goes on throughout a child's school career. This is also beginning to spread from the provision of programmes to the sharing of equipment facilities within the Family of Schools. Even something so unpopular as redundancy of staff, enforcing several teachers to accept positions in other levels of education, has increased the understanding between panels and divisions.

Trustees, the general public and members of staff are now more greatly satisfied with the educational opportunity afforded to the pupils by each Family of Schools. The principals and staff have been careful to ensure that equality of programming exists in French, Special Education, Industrial Arts, Home Economics, and to some degree in Music and Art.

In the secondary panel, where for years we experienced considerable dissatisfaction with any variation in pupil/teacher ratio amongst the schools, we now find the staffs more readily accept those variations with the smaller schools having the more favourable ratios. The discussion amongst professionals of the same level of responsibility from classroom teacher to principal, appears to have prepared the way for better acceptance. When variable PTR's were imposed from above, they were most definitely unacceptable.

As indicated earlier, principals are encouraged to include their staffs in the global process. The result is an increased involvement and a greater awareness of the problems of the Family of Schools and of the school system.

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This involvement of the teachers through their schools, rather than through their federations, is a unifying force in the system and has led to a decrease in the use of the adversary system in budgeting. The use of a teacher voice through the principal, far from the usual management/union confrontation, is an exercise in participatory democracy and, in the long run, we hope will remove from the collective bargaining many of the restrictive clauses which now appear.

The negotiated settlements between Board and federations in 1977 and 1978 have been most reasonable to the taxpayer, yet fair to the employees. We like to think that this has come to reality through more understanding by all employees as to why education costs.

Amongst our successes we consider, last but not least, the considerable exercising of the concepts of autonomy and accountability. While all teachers do not wish to be involved in the decision-making process affecting budgeting and have, in a quiet way declined to participate, most staff are keenly interested in how the dollars will be expended and are quite prepared to provide appropriate reasoning for the decisions taken. This type of activity is not only an exercise whereby the expertise of true professionals is utilized, but is an opportunity to enhance the image of those professionals.

Each year we improve on some minor detail that was less than favourable in the previous years budgeting process. We consider the last four years to be most successful but have not yet reached the degree of excellence originally or currently anticipated. One area of concern still exists related to the amount of participation the staff is permitted to experience. This factor, of course, depends directly upon the principal's commitment to global budgeting. If the principal is prepared to share the decision-making process with his staff and utilize the expertise available, the process flourishes. The principal, who

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the other hand, prefers to consult only briefly with his staff and to make the decision autocratically, is of some concern to us. Each year we appear to gain some ground with this difficulty and believe that when that problem is solved, our problems will be less and our successes further enhanced.

* * * * * * * *

# THE LANARK COUNTY BOARD OF EDUCATION

## PERSONNEL STANDARD COSTS - 1979

| | | Monthly | Annual |
|---|---|---|---|
| Teacher - Elementary | | | $19 000 |
| - Secondary | | | 24 000 |
| Vice-Principal - Elementary | | | 28 000 |
| - Secondary | | | 35 000 |
| Principal - R. Tait McKenzie School | | | 22 000 |
| - Jean Vanier School | | | 32 000 |
| - Elementary | | | 35 000 |
| - Secondary | | | 39 000 |
| Study Room Supervisor | (Cat.1) | $ 745 | 8 940 |
| Non-Teaching Assistant (Clerical) | (Cat.2) | 830 | 9 960 |
| School Secretary | (Cat.3) | 850 | 10 200 |
| Teacher Aide | (Cat.4) | 925 | 11 100 |
| Technician | (Cat.4/5) | 965 | 11 580 |
| Head Secretary | (Cat.4) | 1 000 | 12 000 |
| Cleaner | | 720 | 8 640 |
| Assistant Custodian | (Cat.1) | 890 | 10 680 |
| Custodian/Shift Foreman | (Cat.2) | 975 | 11 700 |
| Head Custodian - Elementary | (Cat.3) | 1 020 | 12 240 |
| - Secondary | (Cat.4) | 1 045 | 12 540 |

DGT 1979 02 26.

# THE LANARK COUNTY BOARD OF EDUCATION

## FORECAST OF UTILITIES EXPENDITURE - 1979

| | Electricity (10%) | Water (5%) | Heat (13%) | Total |
|---|---|---|---|---|
| **ELEMENTARY-SCHOOLS** | | | | |
| **Carleton Place/Almonte Family** | | | | |
| Caldwell Street | $ 7 308 | $ 1 531 | $ 8 135 | $16 974 |
| Carambeck | 5 977 | 898 | 7 267 | 14 142 |
| G.L. Comba | 2 365 | 361 | 4 070 | 6 796 |
| Naismith Memorial | 9 117 | 289 | 15 136 | 24 542 |
| Pakenham | 3 727 | | 4 515 | 8 242 |
| Total | $28 494 | $ 3 079 | $39 123 | $70 696 |
| **Perth Family** | | | | |
| Drummond Central | $ 2 037 | $ | $ 3 067 | $ 5 104 |
| Glen Tay | 4 231 | | 7 469 | 11 700 |
| Maple Grove | 4 184 | | 7 512 | 11 696 |
| North Elmsley | 11 108 | | | 11 108 |
| Queen Elizabeth | 3 359 | 1 112 | 7 942 | 12 413 |
| The Stewart | 7 819 | 2 219 | 6 965 | 17 003 |
| Total | $32 738 | $ 3 331 | $32 955 | $69 024 |
| **Smiths Falls Family** | | | | |
| Chimo | $15 303 | $ 2 131 | $13 915 | $31 349 |
| Elgin | 2 984 | 1 612 | 7 624 | 12 220 |
| Rideau | 7 238 | 487 | 4 670 | 12 395 |
| Spooner Memorial | 1 773 | 588 | 8 297 | 10 658 |
| Total | $27 298 | $ 4 818 | $34 506 | $66 622 |
| **Total Elementary** | $88 601 | $11 228 | $106 584 | $206 342 |
| **SECONDARY-SCHOOLS** | | | | |
| Almonte | $10 771 | $ 2 282 | $19 077 | $32 130 |
| Carleton Place | 10 752 | 3 179 | 18 368 | 32 299 |
| Perth | 20 952 | 1 854 | 29 039 | 51 845 |
| Smiths Falls | 16 992 | 784 | 25 208 | 42 984 |
| Total | $59 467 | $ 8 099 | $91 692 | $159 258 |
| **SCHOOLS FOR TRAINABLE RETARDED CHILDREN** | | | | |
| Jean Vanier | $ 4 201 | $ 308 | $ 6 720 | $11 229 |
| R. Tait McKenzie | 4 000 | 200 | | 4 200 |
| Total | $ 8 201 | $ 508 | $ 6 720 | $15 429 |

# THE LANARK COUNTY BOARD OF EDUCATION

## TEACHING STAFF - JANUARY 1979

| | PRINCIPAL | VICE-PRINCIPAL | TEACHERS | OTHER |
|---|---|---|---|---|
| ELEMENTARY-SCHOOLS | | | | |
| Carleton Place/Almonte Family | | | | |
| Caldwell Street | 1.00 | 1.00 | 29.000 | |
| Carambeck | 1.00 | | 19.000 | .250 |
| G.L. Comba | 1.00 | | 10.030 | |
| Naismith Memorial | 1.00 | 1.00 | 21.220 | .500 |
| Pakenham | 1.00 | | 9 600 | |
| Total | 5.00 | 2.00 | 88.850 | .750 |
| Perth Family | | | | |
| Drummond Central | 1.00 | | 9.680 | |
| Glen Tay | 1.00 | | 20.000 | |
| Maple Grove | 1.00 | | 16.825 | |
| North Elmsley | 1.00 | | 8.130 | |
| Queen Elizabeth | 1.00 | | 11.340 | |
| The Stewart | 1.00 | | 17.750 | |
| Total | 6.00 | | 83.725 | |
| Smiths Falls Family | | | | |
| Chimo | 1.00 | 1.00 | 20 700 | |
| Elgin | 1.00 | | 17.200 | .500 |
| Rideau/Montague | 1.00 | | 17.500 | |
| Spooner Memorial | 1.00 | | 12 300 | |
| Total | 4.00 | 1.00 | 67.700 | .500 |
| Total Elementary | 15.00 | 3.00 | 240.275 | 1.250 |

# THE LANARK COUNTY BOARD OF EDUCATION

## FORECAST OF AVERAGE DAILY ENROLMENT (ADE)

| | Actual 1979 01 31 | Forecast 1979 04 30 | Forecast 1979 09 28 | Forecast ADE | Family Totals |
|---|---|---|---|---|---|
| ELEMENTARY-SCHOOLS | | | | | |
| Carleton Place/Almonte Family | | | | | |
| Caldwell Street | 576.0 | 573.5 | 572.5 | 573.85 | |
| Carambeck | 419.0 | 419.0 | 417.0 | 418.20 | |
| G.L. Comba | 199.5 | 198.5 | 188.0 | 194.60 | |
| Naismith Memorial | 456.5 | 456.5 | 445.0 | 451.90 | |
| Pakenham | 206.0 | 205.0 | 202.0 | 204.10 | |
| Total | 1 857.0 | 1 852.5 | 1 824.5 | 1 842.65 | 38.40% |
| Perth Family | | | | | |
| Drummond Central | 188.0 | 189.5 | 177.0 | 184.05 | |
| Glen Tay | 391.0 | 391.0 | 383.0 | 387.80 | |
| Maple Grove | 334.5 | 334.5 | 326.5 | 331.30 | |
| North Elmsley | 168.0 | 168.0 | 164.0 | 166.40 | |
| Queen Elizabeth | 239.0 | 239.0 | 230.0 | 235.40 | |
| The Stewart | 310.5 | 308.5 | 281.5 | 298.30 | |
| Total | 1 631.0 | 1 630.5 | 1 562.0 | 1 603.25 | 33.41% |
| Smiths Falls Family | | | | | |
| Chimo | 429.0 | 429.0 | 393.0 | 414.60 | |
| Elgin | 327.5 | 327.5 | 301.5 | 317.10 | |
| Rideau | 365.5 | 363.0 | 370.0 | 366.55 | |
| Spooner Memorial | 254.0 | 254.0 | 256.0 | 254.80 | |
| Total | 1 376.0 | 1 373.5 | 1 320.5 | 1 353.05 | 28.19% |
| Total Elementary | 4 864.0 | 4 856.5 | 4 707.0 | 4 798.95 | 100.00% |
| SECONDARY-SCHOOLS | | | | | |
| Almonte | 581.00 | 576.00 | 595.00 | 585.10 | |
| Carleton Place | 634.50 | 626.50 | 636.00 | 632.70 | |
| Perth | 1 117.50 | 1 107.00 | 1 130.00 | 1 119.35 | |
| Smiths Falls | 1 216.75 | 1 207.63 | 1 226.00 | 1 217.71 | |
| Total | 3 549.75 | 3 517.13 | 3 587.00 | 3 554.86 | |
| SCHOOLS FOR TRAINABLE RETARDED CHILDREN | | | | | |
| Jean Vanier | 82.0 | 89.0 | 86.0 | 85.70 | |
| R. Tait McKenzie | 19.0 | 19.0 | 21.0 | 19.80 | |
| Total | 101.0 | 108.0 | 107.0 | 105.50 | |

THE LANARK COUNTY BOARD OF EDUCATION

NON-RESIDENT STUDENTS - 1979

FORM G471

SCHOOL _____

BOARD, GOVERNMENT AGENCY, PARENT (LEGAL GUARDIAN) RESPONSIBLE
(Provide a separate list for each)

| | NAME OF STUDENT | NAME OF PARENT OR GUARDIAN | RESIDENCE LOT | RESIDENCE CON. | RESIDENCE MUNICIPALITY | ENROLLMENT JANUARY 31, 1979 GRADE | FULL TIME | HALF TIME | PART TIME FULL TIME EQUIV. | APRIL 30, 1979 FULL TIME | HALF TIME | PART TIME FULL TIME EQUIV. | SEPTEMBER 28, 1979 GRADE | FULL TIME | HALF TIME | PART TIME FULL TIME EQUIV. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | | | | |
| 9. | | | | | | | | | | | | | | | | |
| 10. | | | | | | | | | | | | | | | | |
| 11. | | | | | | | | | | | | | | | | |
| 12. | | | | | | | | | | | | | | | | |
| 13. | | | | | | | | | | | | | | | | |
| 14. | | | | | | | | | | | | | | | | |
| 15. | | | | | | | | | | | | | | | | |
| 16. | | | | | | | | | | | | | | | | |
| 17. | | | | | | | | | | | | | | | | |
| 18. | | | | | | | | | | | | | | | | |
| 19. | | | | | | | | | | | | | | | | |
| 20. | | | | | | | | | | | | | | | | |

APPENDIX 6
FORM G470

# THE LANARK COUNTY BOARD OF EDUCATION

## RESIDENT, NON-RESIDENT STUDENT ENROLMENT

## 1979

| | ACTUAL ENROLMENT JAN. 31/79 | | | | ACTUAL ENROLMENT APR. 30/79 | | | | ESTIMATED ENROLMENT SEPT. 28/79 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full Time (9) | Half Time (8) | Part-Time Number of Students (10) | Part-Time full-time equivalent (11) | Full Time (6) | Half Time (5) | Part-time Number of Students (7) | Part-time full-time equivalent (8) | Full Time (9) | Half Time (10) | Part-Time Number of Students (11) | Part-Time full-time equivalent (12) |
| 1. Residents | | | | | | | | | | | | |
| 2. Non-Residents Fees Paid by | | | | | | | | | | | | |
| A. Gov't of Canada | | | | | | | | | | | | |
| B. Gov't of Ontario | | | | | | | | | | | | |
| C. Sources Outside Ontario | | | | | | | | | | | | |
| D. Other Boards (name of Board) | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| E. Total Non-Resident | | | | | | | | | | | | |
| 3. Total of Items 1 and 2 | | | | | | | | | | | | |

School

Principal

1979 05 08.

THE LANARK COUNTY BOARD OF EDUCATION

1979 BUDGET - DISTRIBUTION

ELEMENTARY

SCHOOL _____

ESTIMATED 1979 ADE _____

_____
Principal

| | | SCHOOL OFFICE ADMINISTRATION | DAY SCHOOL | AUDIO-VISUAL SERVICES | GUIDANCE SERVICES | LIBRARY SERVICES | HEALTH SERVICES | FOOD SERVICES | PLANT OPERATION | PLANT MAINTENANCE | TRANSPORTATION | OTHER OPERATING EXPENDITURE | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 134 | 136 | 152 | 154 | 156 | 164 | 166 | 170 | | 181 | 185 | TOTAL |
| 070 | Salaries - Technical & Specialized | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 090 | Salaries - Clerical & Secretarial | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 100 | Salaries - Principals & Vice-Principals | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 200 | Salaries - Teachers | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 390 | Temporary Assistance | | | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 455 | Conferences | XXX | | XXX | | | XXX | XXX | | | XXX | XXX | |
| 465 | Other Travel Expense | XXX | | XXX | | | XXX | XXX | | | XXX | XXX | |
| 485 | Professional Development | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 507 | Books & Periodicals | XXX | | XXX | XXX | | XXX | XXX | XXX | | XXX | | |
| 515 | Films, Reels, Tapes, Transparencies | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 520 | Landscaping & Grounds Supplies | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 530 | Postage | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 536 | Repairs - Furniture & Equipment | | | | | | | | | | XXX | XXX | |
| 537 | Repairs - Buildings | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | XXX |
| 538 | Repairs - Wilful Damage | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | XXX |
| 540 | Telephone & Telegraph | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 543 | Electricity | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 544 | Water & Sewer | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 545 | Heat | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 550 | Direct Supplies | | | XXX | | | | | | | XXX | | |
| 692 | Custodial Services | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 700 | Furniture & Equipment - Replacement | | | | | | | | | | XXX | XXX | |
| 740 | Furniture & Equipment - Additional | | | | | | | | | | XXX | XXX | |
| 780 | Furniture & Equipment - Rental | | | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 800 | Field Trips | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | |
| 826 | Contractual Services | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| | TOTAL | | | | | | | | | | | | |

CENTRALLY ALLOCATED

Date _____

APPENDIX 7

THE LANARK COUNTY BOARD OF EDUCATION

1979 BUDGET - DISTRIBUTION

SECONDARY

SCHOOL _____

ESTIMATED 1979 ADE _____

_____
Principal

| | | COMPUTER SERVICES | SCHOOL OFFICE ADMINISTRATION | DAY SCHOOL | ADULT EDUCATION | AUDIO-VISUAL SERVICES | GUIDANCE SERVICES | LIBRARY SERVICES | HEALTH SERVICES | FOOD SERVICES | PLANT OPERATION | PLANT MAINTENANCE | TRANSPORTATION | OTHER OPERATING EXPENDITURE | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 220 | 234 | 236 | 244 | 252 | 254 | 256 | 264 | 266 | 270 | | 281 | 285 | TOTAL |
| 070 | Salaries - Technical & Specialized | XXX | XXX | XXX | XXX | | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 090 | Salaries - Clerical & Secretarial | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 100 | Salaries - Principals & Vice-Principals | XXX | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 200 | Salaries - Teachers | XXX | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 300 | Salaries - Lay Assistants | XXX | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 390 | Temporary Assistance | XXX | | | | | XXX | | XXX | XXX | | | XXX | XXX | |
| 455 | Conferences | XXX | XXX | | XXX | | | | XXX | XXX | | | XXX | XXX | |
| 465 | Other Travel Expense | XXX | XXX | | XXX | | | | XXX | XXX | | | XXX | XXX | |
| 485 | Professional Development | XXX | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 490 | Student Awards | XXX | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 500 | Advertising (not recruitment) | XXX | XXX | | | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 507 | Books & Periodicals | XXX | XXX | | | XXX | XXX | | XXX | XXX | XXX | | XXX | | |
| 515 | Films, Reels, Tapes, Transparencies | XXX | XXX | | | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 520 | Landscaping & Grounds Supplies | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 530 | Postage | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 536 | Repairs - Furniture & Equipment | XXX | | | | | | | | | | | XXX | XXX | |
| 537 | Repairs - Buildings | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | XXX |
| 538 | Repairs - Wilful Damage | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | XXX |
| 540 | Telephone & Telegraph | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 543 | Electricity | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 544 | Water & Sewer | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 545 | Heat | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 550 | Direct Supplies | XXX | | | | XXX | | | | | | | XXX | | |
| 692 | Custodial Services | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | XXX | |
| 700 | Furniture & Equipment - Replacement | XXX | | | | | | | | | | | XXX | XXX | |
| 740 | Furniture & Equipment - Additional | XXX | | | | | | | | | | | XXX | XXX | |
| 780 | Furniture & Equipment - Rental | XXX | | | XXX | XXX | XXX | XXX | XXX | | XXX | | XXX | XXX | |
| 800 | Field Trips | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | | XXX | |
| 816 | Insurance | XXX | XXX | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| 826 | Contractual Services | XXX | XXX | XXX | | XXX | XXX | XXX | XXX | XXX | | | | XXX | |
| 830 | Services from Other Boards | | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | XXX | | XXX | XXX | |
| | TOTAL | | | | | | | | | | | | | | |

CENTRALLY ALLOCATED

Date _____

THE LANARK COUNTY BOARD OF EDUCATION

PERSONNEL BUDGET ALLOCATION - 1979

*APPENDIX 9*

SCHOOL _____

| | JANUARY - AUGUST | | | SEPTEMBER - DECEMBER | | | |
|---|---|---|---|---|---|---|---|
| | NO. | VALUE | TOTAL | VALUE | NO. | TOTAL | TOTAL |
| 134/234-090 | | | | | | | |
| Junior Secretary | | $ | $ | $ | | $ | $ |
| Clerk-Typist | | | | | | | |
| School Secretary | | | | | | | |
| Head Secretary | | | | | | | |
| TOTAL | | | $ | | | $ | $ |
| 136/236-100 | | | | | | | |
| Principal | | $ | $ | $ | | $ | $ |
| Vice-Principal | | | | | | | |
| TOTAL | | | $ | | | $ | $ |
| 136/236-200 | | | | | | | |
| Teacher | | $ | $ | $ | | $ | $ |
| 136/236-300 | | | | | | | |
| Study Room Supervisor | | $ | $ | $ | | $ | $ |
| Non-Teaching Assistant | | | | | | | |
| TOTAL | | | $ | | | $ | $ |
| 152/252-070 | | | | | | | |
| Audio-Visual Technician | | $ | $ | $ | | $ | $ |
| 156/256-070 | | | | | | | |
| Library Technician | | $ | $ | $ | | $ | $ |
| 170/270-070 | | | | | | | |
| Cleaner | | $ | $ | $ | | $ | $ |
| Assistant Custodian | | | | | | | |
| Custodian/Shift Foreman | | | | | | | |
| Head Custodian | | | | | | | |
| TOTAL | | | $ | | | $ | $ |

EXPLANATORY NOTES: